

The Classical Weekly

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MONDAY, JANUARY 12, 1920

WHOLE No. 352

SPECIAL PUBLICATIONS

By The Classical Association of the Atlantic States

(1) THE PRACTICAL VALUE OF LATIN (AND GREEK)

A pamphlet of 40 pages, giving expressions of lawyers, physicians, journalists, engineers, scientists, educators and business men favorable to the Classics, as subjects having a direct meaning and use for those who plan to engage in various forms of practical life. Speaking from personal experience the men and women quoted in this pamphlet insist, unhesitatingly, that the study of the Classics is a rational way of fitting one's self for practical life. Copies may be obtained at the following rates:

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SEEING LATIN FROM A NEW ANGLE

Syracuse University, Syracuse, N. Y., December, 13, 1919

Dear Professor Place:

As I have been looking over your book "Beginning Latin", I am more and more impressed by its excellence. Latin specialists will know far better than I how to praise the Latin end of it, but as an English teacher I want to thank you for the great service you are doing to our own tongue It is a constant revelation of how Latin may illuminate the vernacular. If I had my way, I would have every American child study your book as a prerequisite to any advanced English work. Indeed, I begin to have hopes that through your help Latin may once more recover its place as fundamental to all English education.

Yours very sincerely,

HORACE A. EATON,

Head of the Department of English.

Professor P. O. Place

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NEW YORK, JANUARY 12, 1920

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EXTRA-CURRICULUM ACTIVITIES¹

In spite of the comprehensive nature of my title and the temptingly wide field it offers for discussion, I am going to confine myself in this paper to a rather limited phase of the subject. Experience surely is the most valuable thing that we can share with one another; therefore I shall speak only from my own experience on what seems to me one of the most vital parts of a Latin teacher's activities—the real benefit and pleasure that may be derived from that much discussed organization, a High School Latin Club. The Latin Club at the Germantown High School is now in its seventh year, and in our opinion much more than justifies its existence. If, then, it will be of interest to anyone to hear something of its organization and its activities, I shall be most happy to tell of it, for there is nothing connected with my High School work about which I should rather talk.

To begin with, there are more than three hundred girls at present studying Latin in the School. Very soon after the Freshmen have entered and have had their interest in Latin thoroughly aroused by the pictures that I always show them at the very beginning, the stories that I tell them, and the familiar phrases and words that show them, to their amazement, that they have been using some Latin for years without knowing it, I tell them about our Latin Club. "A heart and a dollar are all you need if you want to join the Red Cross", I tell them; "a Latin book and a dime will admit you to the Latin Club". For every girl studying Latin is eligible, and the dues are only ten cents a term—twenty cents a year. Now all High School girls love to join clubs; they like the Club colors, the motto, and the pin, which, they are interested to hear, was designed by one of the Club members. Once in, they almost always stay in, so that practically one hundred percent. of the girls studying Latin with us are members of the Club throughout their four years' course. The first thing that each class does is to elect its representative, whose chief duties are to keep a list of the members from her class, collect the dues, and form one of the Executive Committee—they like that name—which acts also as a Nominating Committee. This committee meets as soon as possible after its members are elected and nominates officers for the coming year—President, Vice-President, Secretary, and Treasurer. There are too many separate classes, of course, to make

it possible to have every class represented in the list of officers, but we always have two nominations for each office, so that eight classes are represented, and in the final election a Senior is usually chosen as President, a Junior as Vice-President, a Sophomore as Secretary, and a Freshman as Treasurer; thus everybody is satisfied as far as it is humanly possible. After the work of the Nominating Committee is completed, the lists of nominees are posted conspicuously, and, soon after, the first regular meeting of the Club is held, the constitution is read to the new members, the officers are elected, and the regular program of the year is begun.

In all that the Club does, the teachers act as guardian angels, but our whole aim is to keep as much as possible in the background, to suggest tactfully, or, better yet, lead the girls to make suggestions for themselves. Never do we openly direct; never do we conduct meetings. The girls arrange and carry through the meetings themselves, conducting the business according to strict parliamentary rules. Surely, even if this were the only benefit to be gained from the Club, it would prove it worth while. No School girl can fail to be helped by this training in clear thinking, public speaking, and the handling of large numbers of girls, as the presiding officer must do. But this training, however important it may be, is of course by no means the chief reason for the Club's existence. The main object, an object that, we have found, can be obtained by this means more successfully than by any other, is the additional opportunity given us for the rousing of interest in the work, and for the broader study of the innumerable points that are incessantly clamoring for notice, and for which no time can possibly be found in the crowded School day itself. We are constantly hearing in these days of the wider opportunities that are ours if we will but grasp them; we are hearing too—not quite so constantly, perhaps, for unfortunately some classical teachers seem never to have heard of this at all—of the absolute necessity for a classical teacher to possess rich scholarship, wide interests, deep love for his work, and an inexhaustible store of enthusiasm, backed by ability and determination to rouse a corresponding enthusiasm for his subject in his pupils. Not even the super-teacher, however, who possesses all these qualifications, and who reinforces them with the tangible class-room helps of maps, pictures, coins, newspaper clippings, and so forth, can possibly find time in the class-room for even a small part of all he would like to do. When the Latin period

¹This paper was read at the Thirteenth Annual Meeting of The Classical Association of the Atlantic States, at Haverford College, April 4, 1919.

is but forty-five minutes long, and those precious forty-five minutes are continually broken in upon by interruptions of every sort under the sun, the average teacher feels—and with reason—that he has accomplished a Herculean task in merely covering the necessary amount of reading and in imparting, more or less successfully, a few rules of grammar. That is where the Latin Club gets in its work. For instance, to come to definite programs, one of our recent meetings was devoted to the study of Pompeii. One girl read a translation of Pliny's letter describing the eruption of 79—and perhaps some of you would be amazed to know how many girls were surprised to find that there really were other writers beside the regular High School series; many of them showed great interest in Pliny, and I was glad to introduce them to more of his delightful letters. Another girl read Mark Twain's description of his visit to Pompeii, and there was an additional new idea for them—other people beside dried-up School teachers were actually interested in the life of that wonderful city. Then one of our own faculty gave a most interesting illustrated talk about her visit there. Often we have speakers from our own School, sometimes from among the girls themselves, and we have had some splendid speakers from outside come to us, always finding a crowded roomful to greet them. At other times, when good lectures of interest for our subject have been given at some place away from the School, notably at the Museum of the University of Pennsylvania, many members of the Club have gone in a body, and have gained much pleasure and profit from them, as well as much satisfaction from the fact that they always have seats reserved for them there, and a special car for their own use added to the train by the kind Pennsylvania Railroad. Sometimes recent graduates of the School come back and tell us of their respective Colleges. The girls like to learn the various Greek and Latin songs, too, especially translations of well known songs—America, Excelsior; even a Greek version of the Long Long Trail. Once in a while we grow very frivolous and play Latin games, occasionally ending with a dance and refreshments—although I am glad to say the attendance seems just as good without the magic words *Cibus erit* on the notices as with them.

At one of our recent meetings—the first one of the term, so that our chief desire was to get the girls acquainted with one another—I imitated an amusing entertainment that I had enjoyed at a friend's house, and hung around the room about forty pictures of the heads of famous people, cut out and pasted on absurd and grotesque bodies. The girls had a wonderful time guessing them and incidentally grew very well acquainted one with another. With the guile of the serpent, however, I had included in the collection pictures of Jupiter, Apollo, Cicero, and Caesar, and I noticed after that meeting an increased interest on the part of the girls in the cards of the Greek mythology game and in the clippings on my bulletin board.

Perhaps as much enjoyed as any are the meetings at which little Latin plays are given, these plays sometimes being repeated before the entire School for the benefit of those unfortunates who do not study Latin and therefore cannot belong to the Club. The girls who take part in these plays—and you may be sure that we see to it that as many as possible do take part—offer not the slightest objection to learning the Latin, however long and involved the speeches may be. The members of my Vergil class, I am afraid, feel themselves much abused when I ask them to learn some lines by heart, but those same girls learn literally pages of Latin for the plays and complain not one bit. Isn't this in itself good for them? Miss Paxson's fine plays, the Roman School and A Roman Wedding, of course have been given, and we have used the *Decem Fabulae*, and Mr. Schlicher's interesting Latin Plays. The greatest favorites, though, are always those which the girls get up themselves. At one meeting—a rather elaborate one, which a large outside audience attended by invitation—we gave a Latin version of Mrs. Burnett's *Sara Crewe*, or *The Little Princess*. The story was dramatized and put into Latin by the girls themselves, and in its Latin dress the *Regia Puella* proved very delightful. At the same meeting other girls gave a really beautiful procession of Vestal Virgins, and on another occasion the audience enjoyed watching a dance representing *Nausicaa* and her maidens playing ball. Often we have given more or less elaborate charades, at one time presenting some Mother Goose rhymes recited in Latin by Mother Goose herself and acted by the girls. Perhaps the greatest fun of all, however, was had at the meeting where we gave a Latin version of *Pyramus and Thisbe*. We found when we undertook to translate the Shakespearian story into Latin that it lent itself admirably to such translation, and the girls, who were somewhat more carefully rehearsed for this play than for any other, certainly seemed, together with the audience, to enjoy every minute of it. With the greatest gusto Bottom, when as *Pyramus* he looked for *Thisbe* through the crack in the wall, exclaimed:

*Iam, mure dulcis, da mihi rimam
Per quam in hortum ibi inspiciam.
O mure dulcis, ago gratiam.
Quid autem cerno? Thisbe est nusquam!
O mure sacer, detestabilis!
Te execro, quod tu me decipis!*

Among our cherished activities for several years was the publication twice a year of a Latin paper which we hopefully called *Folia Crescentia*. "*Hæc folia*", proclaimed the title page, "*ad lucem profert Societas Classica Germanoppidi*". Most of the paper was in Latin—lists of officers, accounts of meetings, editorials, greetings from some of our good friends in other Schools, stories, poems, jokes, conundrums. Other stories, essays, and poems were in English but on classical subjects. Keen interest was aroused in the paper, and there was great rivalry for the modest prizes offered for the best Latin essay, English essay, cover design,

and other subjects. There was a splendid chance here for cooperation with other departments, particularly those of English, drawing, and history—cooperation which we are too often apt to neglect. The cost was partly met by a charge of ten cents per copy, but principally through the advertisements given us by friends. The publication of this paper was stopped recently because of the press of other activities, chiefly war work, but we are hoping to begin it again soon.

I hope I have shown in this most inadequate treatment of a fascinating subject what large results may be obtained from such a Club, and what a unique and important place it may be made to fill in the life of a School. Nothing to my mind will so stimulate the pupils' interest or so lead the girls to correlate their outside activities with their Latin and Greek work. Many are the clippings from newspapers and magazines that are brought to me as a direct result, I believe, of the interest roused by these meetings more often than of our regular class-room work. Sometimes these clippings are serious and of real lasting value; sometimes I find on my desk gems like the following from a recent issue of Harper's Magazine, a cartoon showing a haughty Charon addressing Herr Hohenzollern, his stalwart son, and the redoubtable Hindenburg: I'll take you across, gentlemen, but the Styx is infested with U-boats, and you travel at your own risk.

May I, in conclusion, remind you of this? A number of the Colleges and Universities throughout the country are in large measure abandoning the fight for classical culture. With a few notable exceptions they are surrendering the cause, either wholly or in part, and are not merely admitting boys and girls who have no knowledge of either Greek or Latin, but are conferring upon them collegiate degrees—even the degree of Bachelor of Arts. It is true that an opportunity for an eleventh hour repentance is held out by most Colleges, and students may begin the study of elementary Latin and Greek after entering College. But very few ever have the courage to do this, and in the case of those few the beginning is usually too late to be very fruitful except for the purposes of etymology.

Therefore it seems that the fight for classical culture must be made principally in the High schools and Elementary Schools. This is best done by winning the voluntary interest of the boys and the girls. Anything that will tend to arouse and win this voluntary interest at an impressionable and plastic time of life is to be encouraged. Nothing, I am confident, will do this more readily and more thoroughly than a Latin Club of the pupils, for the pupils, and by the pupils.

GERMANTOWN HIGH SCHOOL,
Philadelphia.

EDITH FLORENCE RICE.

THE PLACE OF ANCIENT HISTORY IN OUR HIGH SCHOOLS

What I have to say in this paper is based on an experience of nearly twenty-five years in a city High School that has always recognized the value of History

and, for more than two decades, has made it a required subject in all courses for graduation, according to the following scheme: Freshman year, Greek and Roman history; Sophomore year, English history; Junior year, medieval and modern European history; Senior year, American history, supplemented by regular lectures in ethics and economics. It is difficult to improve upon this arrangement, because it provides for a study of civilization in its entirety, leaving ample time for a consideration of present-day topics, the pressing demand for which is felt in every School. But styles in education, like modes of dress, are subject to frequent change, and nowhere is this tendency so marked as in the assault upon the Classics, the lines of attack being extended to ancient history and all other forms of liberal knowledge. With a confidence inspired by prospect of victory, the iconoclasts say, 'Let the dead past bury its dead'. As a result, the place in the curriculum once occupied by the Humanities is now usurped by such pedagogical attractions as fancy cooking, sewing, business correspondence, current events, and vocational civics.

A distracted student of some former generation thus recounted his bitter experiences with Euclid in the verse:

If there should be another flood,
Hither for refuge fly;
Were the old world to be submerged,
This book would still be dry.

This sentiment, I may add, represents the feelings of certain twentieth-century educators towards the Classics and ancient history. In this enlightened age, however, it should not be necessary to prepare a brief in defense of the chief source of encouragement and guide to scientific and cultural thought throughout the centuries. But we are living in a changed world, dominated by complex influences, and all social institutions, including education, must accommodate themselves to the new environment. The survival of any branch of knowledge depends upon our ability to make it living, vigorous, and fruitful, and this is true whether we think of the history, the language and the literature of former times, or of the later additions to the High School curriculum, which are the offspring of scientific and industrial progress. In the midst of all the controversy over liberal and practical studies, one fact must be recognized as the basis of our intellectual life—the unbroken unity of learning, which reveals to us the truth that the past has made the present, and that we, in turn, have the future in our keeping. In his charming book, *The Living Past*, Mr. F. S. Marvin claims that every feature of our present civilization should lead our thoughts backward through ages of accumulating skill and science, and forward in imagination to triumphs that we can hardly yet dream of. This being the case, we can say with Sir Thomas North,

Histories are fit for every place, serve for all times, reach to all persons, teach the living, revive the dead. . . .

It should require no special pleading to convince the open mind as to the proper place of ancient history in any scheme of higher education. Like the Classics, it acts as a check upon the utilitarian movement which rejects every study that has no immediate bearing on the practical concerns of life; through the patient labors of the archaeologist, its verification is complete, and it has its uses, even in an age of steam and electricity, to combat the routine spirit and unfold to our vision the long and tedious journey of mankind towards the realization of wider opportunity, more freedom and happiness. The argument against ancient history, that it belongs to the dead material of a buried past, has been answered a thousand times; the answer need not be repeated here. It is well, however, to refer to one persistent claim of the utilitarians, that we should have more of vocational civics and less of history, as a means of training the youth for citizenship. Some faithful teachers are possessed with this notion, as a result of their own one-sided training in history, which destroys all sympathy with the remote past. Many a graduate student 'majors' in a limited period of modern history, and in due course of time receives the degree of Doctor of Philosophy. He may have a profound knowledge of the Napoleonic Era or of the Industrial Revolution, but with regard to what goes before his mind is a perfect blank. Clio is a jealous muse and does not reveal her secrets to those who tarry but a day at her temple; therefore, I would prescribe for the diligent seeker after truth a residence of four years, or cycles, devoted respectively to ancient, medieval, modern history, and thesis preparation. The doctorate in history would then become invested with a new significance, and, moreover, the tendency to extreme specialization would receive a decided check. A sympathetic attitude towards ancient history may be cultivated among teachers by the reading of carefully selected books, such as Butcher's *The Originality of Greece*, and *Some Aspects of the Greek Genius*, Zielinski's *Our Debt to Antiquity*, Marvin's *The Living Past*, Collins's *The Greek Element in English Poetry*, Freeman's *Schools of Hellas*, Zimmern's *The Greek Commonwealth*, and Matthew Arnold's *Thoughts on Education*. The most avowed utilitarian cannot fail to profit by the perusal of these works, for they will widen the horizon of his knowledge and enable him, as Dr. Julius McLeod, of the University of Ghent, expressed it, to traverse

the highway of human progress across the revolutions of centuries, like a thread of gold, consolation for the sad spectacle offered by the history of kings and factions.

Let us revert to the persistent claim of the utilitarians, that we should have more of vocational civics and less of ancient history, as a means of training the youth for citizenship. The aggressive propagandists of modern studies should remember that the whole aim of Athenian education was to make the best possible citizen, and

to the attainment of this end all other objects were subordinated. What the Greeks accomplished, inspired by a city-state patriotism, should be held up as a shining example to the students of this generation, when we hear on every side the call to duty and unselfish service. Therefore, ancient history is an indispensable guide to civic virtue, and we have this testimony from the eminent authority, Mr. Alfred E. Zimmern:

The City-State was the centre and inspiration of all their most characteristic achievements, culminating in the great outpouring of literature and art and practical energy, of great men and great deeds, in fifth-century Athens. The world has seen nothing comparable to it either before or since.

That learned interpreter of Hellenic life and thought, Dr. S. H. Butcher, reminds us that the historians and the orators of Greece, after the lapse of two thousand years, still have a message for this troubled world of the twentieth century. Briefly stated, it is this: National life, like individual life, has an ethical basis; it is in character, and the institutions that grow out of character, that the true movement of a people's history is revealed. He also traces to the same source the highest ideals of statesmanship, characterized by the supremacy of spiritual over material forces and an unflinching courage to meet the issues of life. The glory of the City-State finally departed, and the record of her imperial ambitions is indelibly written in the pages of Greek history as a warning to all nations, if, perchance, the citizens thereof may be tempted to accept the leadership of a Cleon rather than the statesmanship of a Washington or a Lincoln. Greek history, properly taught, is rich with lessons in civic duty, statesmanship, and international obligation: then why dispute its sovereign right to a place in the High School curriculum? It appears that those who are directing the general assault upon the Humanities are guided by no definite and reasoned purpose, but, drifting with the changing tide of opinion, they are content to make surface education the prevailing fashion of the day. Notwithstanding this confusion of tongues among the schoolmen, we are encouraged by the faith of Professor Max Müller:

Civilization cannot endure if we cut the historical fibres that cling to their ancient soil. What is the original meaning of instruction? It is tradition. It was from the beginning the handing over of the experience of one generation to another, the establishment of some kind of continuity between the past, the present, and the future.

DEPARTMENT OF HISTORY,
Central High School, Philadelphia.

LEWIS R. HARLEY.

Q. H. F. to J. F. K.

A while ago "J. F. K.", then a soldier in the trenches, published a poem entitled *Fugaces Anni* reproaching Horace for misrepresenting the flight of time while his estimate of it was warped by the presence of Chloe or Lalage and a plenitude of Falernian. It was so

characteristic of the popular appreciation of Horace as a poet of wine, women, and song, and little else, that it has provoked one lover of Horace to reply.

"A year to him was three drinks and a song":
How could you, J. F. K., do me such wrong?
I did a lot of camouflage, I know,
All Wein, Weib und Gesang, a pretty show;
But *you* should see with keener eyes, should guess
The phantom texture of the loveliness
Of Chloe, Lalage, and all the rest.
You should remember how the stern behest
Of Brutus's cause broke on our College life
And swept us eager youngsters into strife.
(We thought Harmodius had come again
To break, as in our favorite song, the chain
Autocracy had riveted on Rome:
We didn't reckon with the mob at home).

Commissions? Any fellow with a head
Could get one then, and your Horatius led
Some right upstanding lads. But you know how
Things went to smash at Phillipi; and now,
Well as I know that those things had to be,
That Brutus missed the road to make Rome free,
I don't much like to dwell upon that theme,
And when I must, had rather laugh, and seem
To treat it lightly—you should understand.
I hear they do the like in Yankee land.

And after that—a scrap of the Lost Cause,
No refuge in my country or her laws,
Beating my way home, penniless,—though 'home'
Were scarcely, then, a word that fitted Rome!—
My father dead, his property dispersed—
Whichever way I turned, I seemed accursed.
You talk of days that drag! My days stood still,
Went back and did it over, aye, until
I learned the trick of scribbling bitter verse,
Some not so bad, and some of it—well worse,
Just fit to prod the lagging hours across
That wretched clerk's desk.

It was little loss
That most of it was never published, yet
'Twas that that saved me, one must not forget.
It brought me Vergil. The white soul of him
Shone like a star on the horizon's rim
Through grime and murk. By that star's light I
came
To know my Tuscan knight, whose languid frame
Harbored a soul that never let it flinch
From any strain, when Rome was in a pinch.

He was my patron, gave me livelihood
And independence, not mere roof and food,
A chance to live, and room to be myself,
Gifts you can't estimate in terms of pelf.
He was my patron, but he was my friend,
My friend who needed me, to his life's end.

Just what he lacked, I had, and joyed to give,
And when he died, I almost ceased to live.

But I had done my bit, had given my song,
That was the soul of me, to build more strong
The fabric of the Roman State, new wrought
To match the pattern of Augustus's thought.
A strange man, that; a superman, you'd say.
We merely deified them in my day.
It wasn't hard to do, when we had seen
That mind at work. If I could make it mean
One half to you it meant to us who saw
The Pax Romana spread its firm-knit law,
Firm-knit, but flexible—aye, mark you that
(Not Prussian methods)—, fitting in so pat
The local folk ways and the Roman word,
That every land from Spain to Persia heard,
And hearing, straight turned Roman, swift to share
That pride majestic, that far-sheltering care!

It passed, I know, perished and passed, nor quite
Reached, ever, to that goal of heaven's height
The Vision set—and yet, if you can find,
Two thousand years from now, in human kind
Such living filaments of what you wrought
As I find now, you shall be sure you fought
Not vainly—Oh, not vainly, I nor you,
Nor any soul in any age that knew
The Summons of the Vision, winning so
Such stature as earth-gazers never know!

But hold thee, muse, abjure a lofty flight,
Lest pinions fail thee. J. F. K., good night.
BARNARD COLLEGE. GRACE HARRIET GOODALE.

REVIEW

On the Position in the Clause of *Ne* and *Ut* in Certain Documents of Colloquial Latin. By William T. Rowland. New York: Columbia University Press (1918). Pp. 44. \$1.00.

This dissertation, written under the direction of the Department of Classical Philology of Columbia University, and in particular of Professor Sturtevant, may in general be heartily commended. The author explains the proverbial position of *ne* and *ut* in colloquial Latin and applies this explanation with good results to certain vexed problems of modal syntax. The "certain documents of colloquial Latin" are the plays of Plautus and Terence, Cato's *De Agri Cultura*, Horace's *Satires* and *Epistles*, and Abbott's selection of Cicero's *Letters* (100 in number). To these texts are added, for purposes of comparison with standard Latin, Cicero's *Orations* and *Philosophical Works*, and Vergil's *Aeneid*. The material is therefore complete enough to ensure the certainty of the tendencies with which the author deals, and, although most of it had already been collected by others (to whom Dr. Rowland makes frequent reference), he makes new use of the facts.

It has long been noted that *ne* and *ut* often stand immediately before the verb; compare e.g. *Ne occupassis, obsecro, aram* (Most. 1097), *Scapha, id tu mihi ne suadeas* (ibid. 215). But when this position occurs after one or more preceding words, as in the second example cited, it has been attributed to the rhetorical purpose of emphasizing these words—the so-called trajection of *ut*. Dr. Rowland shows that the really noteworthy phenomenon is not the trajection of *ut*, but the tendency of *ut* and the verb to stand together in this order, no matter what their position in the clause. He correctly traces this affinity of the particle for the verb to the fact that the particle was originally an adverb and therefore its proper position was immediately before the verb. Thus in our extant documents the position in question is due primarily to the influence of the adverbial element in the particle, and as might be expected the order is most frequent in the more naive colloquial strata of the language, less frequent in the more artificial, stylized documents. Since *ne* and *ut* were in early Latin in a transitional stage between adverb and conjunction, their position affords a criterion for determining the degree in which certain clauses were felt to be paratactic or hypotactic, i.e. "the stage of development from parataxis to hypotaxis".

In order to bring out the facts Dr. Rowland classifies the clauses according as the particle is Preverbal (immediately before the verb; sometimes the verb is brought forward towards the beginning of the clause), Intermediate (the particle standing after some words, but not immediately before the verb: *Tu modo ne me prohibeas accipere* . . .), Initial (the particle first, but not immediately before the verb—the so-called normal position of the conjunction). The first table of statistics (page 7) represents independent clauses with *ne*, and the results are that in early Latin (Plautus, Cato, Terence), *ne* is preverbal in 76% of the cases, initial in 24%; in the later period, preverbal 55%, initial 45%. (I do not see how Dr. Rowland gets these figures. In early Latin the total number of cases is 76, of which 53 are preverbal, 6 intermediate, 17 initial. According to my arithmetic, 53 is 69% [nearly 70%] of 76, and 17 is 22%. By the same process the figures for the later period become 50% and 43% respectively. The few intermediate cases cannot be reckoned either preverbal or initial. However, the result is that for early Latin the preverbal cases are greatly in the majority and that this preponderance does not exist in later Latin).

In the final clauses with *ne*, since the particle is conjunctive, we expect that the initial position will preponderate, and the table (9) shows that in early Latin there are only 10 cases of the preverbal position, 2 intermediate, and 71 initial (85%)—a proportion which increases somewhat in the later period. Thus, in Dr. Rowland's words,

the conjunctive position of the particle at the head of the clause was definitely fixed even in the time of Plautus.

The same general tendency is shown (for early Latin) by *ut*-interrogative; all the independent clauses, which are few, have *ut* initial, and in the dependent clauses there is a proportion of 65% for the initial position. This is due to the tendency of interrogatives to stand at the head of the clause. *Ut*-relative originates in *ut*-interrogative and is initial in 97% of the cases in early Latin, 99% later (my figures would be respectively 87% and 81%). Consecutive *ut* also is generally initial: 94% in Plautus, 74% in Terence, etc.

Indefinite *ut* raises a greater problem. In the jussive clauses (only 23 in early Latin) *ut* is preverbal in 13 cases, initial in 8, or 38% and 48% respectively; in the optative clauses (only 12 are given) *ut* is initial in 10, or 83%, almost reversing the proportion. Dr. Rowland attributes this discrepancy to the exclamatory character of the optative sentences, nearly all of which are curses; such sentences could hardly be independent. But aside from the possibility that these sentences may be interrogative in origin—an explanation which Dr. Rowland rejects,—he overlooks the fact that in all save one or two there is another affinity working, viz. that of the particle for the person or thing cursed (usually in the form of a pronoun), e.g. *ut te omnes . . . di perdant* (Merc. 710), *Ut illum di deaque senium perdant* (Eun. 302), etc. Thus *ut* becomes a particle introducing the main object of the imprecation and this affinity is stronger than the preverbal tendency of *ut*-indefinite, which is not strong, as the jussive sentences prove. We may compare *qui*, which is likewise used as an intensive particle in curses and which displays a very strong affinity for the person cursed, e.g. *Qui illum di omnes deaque perdant* (Cas. 279). This order seems to be invariable; see Allardice and Junks, Index of Adverbs of Plautus, and Kaempf, *De Pronominum Personalium Usu et Collocatione apud Poetas Scaenicos Romanorum* (Berliner Studien, 3). Kaempf, however, does not cite the cases. Such combinations are often preceded by *hercle*, *edepol*, etc., so that we have a triple affinity.

The position of *ut* in the so-called repudiative questions throws light on the origin of this construction. Such clauses have been regarded as elliptical (Dahl), interrogative (Morris), or volitive with the *ut* intensive or indefinite (Bennett). Since the particle is preverbal in nearly all the cases, the order favors Bennett's explanation.

The behavior of *ut* in substantive clauses is one of the most interesting phenomena examined by Dr. Rowland. In early Latin *ut* is preverbal 44%, initial 56%, in later Latin preverbal 9%, initial 91% (I should revise these figures to read respectively 50%, 47%, 8%, and 89%, but the results are essentially the same). As compared with other subordinate clauses in early Latin there are here far more cases of preverbal *ut*. This is due to the fact that the substantive clauses are inclined to be quasi-independent; in fact they are often closely paralleled by existent paratactic usages: compare *fac ut . . . venias* (or *ut venias*) with *fac venias*, etc.

When *ut* was used, such clauses gradually developed until in later Latin the position of the particle became normally initial. This shift was taking place in early Latin and had already been practically completed in *ut* clauses dependent on verbs of fearing, which have initial *ut* in 88% of the Plautine cases, preverbal *ut* in only 5%.

The foregoing illustrations will serve to indicate the nature and method of Dr. Rowland's work. He closes with a summary proving that the preverbal position of *ne* and *ut* is much more frequent in early Latin and that as time went on there was a steady drift of the particles to the initial (conjunctive) position which we regard as normal in classical Latin. If we could trace the phenomenon back beyond our earliest records, we should undoubtedly find the preverbal position of these particles still more common than it is in early Latin. Our defective records allow us to see only parts of the development.

Dr. Rowland has certainly accomplished quite enough for the purposes of a dissertation, but naturally he has not exhausted the subject and it is to be hoped that he will supplement his present work. He is interested primarily in the positive side of the problem—the side on which stand the majority of instances in each group—but the other side is hardly less interesting: to examine, for instance, the reasons why considerable numbers of cases do not follow the principles which he has enunciated. If 90% of the cases of *ut* in a given type of clause are initial, why do not the other 10% follow this principle? He has done something along this line, but not enough to clear up the subject. Vergil, for example, often has a large number of cases of the intermediate position which Dr. Rowland briefly attributes to "metrical difficulties", without saying exactly what he means. If there is a metrical explanation for some of the facts in Vergil, why not look for similar explanations in Plautus and Terence, who were certainly confronted with analogous difficulties? I have suggested above that there are other affinities of order working in Latin which might throw light on some parts of the subject. It is in fact probable that Dr. Rowland could make his points even stronger by extending and deepening his work.

In conclusion the reviewer wishes to add that it is a pleasure to read a dissertation which is so clearly and concisely written, and so well printed.

BRYN MAWR COLLEGE.

ARTHUR L. WHEELER.

ILLUSTRATIONS OF TACITUS

In Matthew Arnold's *Balder Dead*, Part 2, the picture of the "piteous crew",

Cowards, who were in sloughs interred alive;
And round them still the wattle hurdles hung,
Wherewith they stamped them down, and trod them deep,

To hide their shameful memory from men,
was probably suggested by a passage in Tacitus, *Germania* 12: 'weaklings and cowards they bury in

mire and swamp, with hurdles thrown over them'. This they do, Tacitus adds, in the idea that even the punishment of shameful deeds should be hidden from the sight of men.

The Life of Sir Philip Sidney, 399, by M. W. Wallace (Cambridge, 1915), quotes "Camden's tribute to his dead friend":

Rest then in peace, O Sidney, (if I may be allowed this address). We will not celebrate your memory with tears but admiration. Whatever we loved in you, whatever we admired in you, still continues and will continue in the memories of men, the revolutions of ages, and the annals of time. Many, as inglorious and ignoble, are buried in oblivion, but Sidney shall live to all posterity.

This "address" is borrowed from the closing chapter of the *Agricola* (46):

placide quiescas. . . . Admiratione te potius. . . . colamus. . . . Quidquid ex Agricola amavimus, quidquid mirati sumus, manet mansurumque est in animis hominum, in aeternitate temporum, in fama rerum, nam multos veterum velut inglorios et ignobilis oblivio obruit, Agricola posteritati narratus et traditus superstes erit.

THE JOHNS HOPKINS UNIVERSITY. WILFRED P. MUSTARD.

THE AMERICAN SCHOOL OF CLASSICAL STUDIES AT ATHENS

The American School of Classical Studies at Athens will be conducted during 1920-1921 on the pre-war basis, and properly qualified students are invited to announce their intention of enrolling. Unusual advantages are offered in the way of both study and travel. Those who are admitted to residence in the building of the School will not find the cost of living as high as in the other capitals of Europe. Inquiries may be addressed to Professor Edward Capps, of Princeton University, or to Professor E.D. Perry, of Columbia University.

Two Fellowships, yielding stipends of \$1000 and \$800, are open. Examinations for Fellowships will be held on March 22-24, 1920.

Candidates for Fellowships must pass examinations in Modern Greek and in three of the following subjects: (1) Greek Architecture, (2) Greek Epigraphy, (3) Greek Sculpture, (4) Greek Vases, (5) Pausanias and the Topography and Monuments of Athens, (6) General Greek Archaeology, i.e. Prehellenic Antiquities of Greece, Bronzes, Coins, Gems, Terra-cottas, Jewelry, etc., and Painting.

Anyone who desires to take the examination should communicate with the Chairman of the Committee on Fellowships, Professor Samuel E. Bassett, University of Vermont, Burlington, Vermont, before February 1, 1920. At the same time he should indicate which three of the six subjects he selects, and should submit any papers, whether printed or in manuscript, which he has written on archaeological subjects. The quality of these papers will in part determine the award of the Fellowships.

EDWARD CAPPS.

THE CLASSICAL CLUB OF PHILADELPHIA

The 146th meeting of The Classical Club of Philadelphia was held on Friday, December 5, with thirty-two members and guests present. The paper of the evening was read by Professor D. P. Lockwood, of Haverford

College, on The Limitations of Latin Poetry. These limitations were imposed by the adoption of Greek verse-forms and Greek themes. They had a serious effect upon the poetic literature of Rome, both in curtailing its volume and in preventing the development of a native and spontaneous poetry in Italy. The paper was enthusiastically received and called forth a lively discussion.

B. W. MITCHELL, *Secretary*.

THE CLASSICAL ASSOCIATION OF THE ATLANTIC STATES—FIRST FALL MEETING

The First Fall Meeting of The Classical Association of the Atlantic States was held in the Architectural Library, University of Pennsylvania, on Saturday morning, November 29. Considering the date, the Saturday after Thanksgiving, the attendance, about 75, was very good indeed. The programme was presented exactly as it was published in *THE CLASSICAL WEEKLY* 13.48. The papers will be published in full, presently, in *THE CLASSICAL WEEKLY*.

C. K.

NEW YORK STATE TEACHERS' ASSOCIATION

The Classical Section

The regular annual meeting of The Classical Section, New York State Teachers' Association, was held at Albany, in the First Lutheran Church, on Tuesday and Wednesday, November 25-26. The programme was carried out exactly as printed in *THE CLASSICAL WEEKLY* 13.32. There was a good attendance, and some of the papers called forth considerable discussion.

Dr. Mason D. Gray, of East High School, Rochester, presented the following resolutions:

"Resolved, that the Classical Section of the New York State Teachers' Association recommend a reduction in the amount of reading required by Colleges for the second, third, and fourth years of High School Latin to three books of Caesar, four orations of Cicero, and four books of Vergil. It is also recommended that the examinations be based mainly upon sight passages and that a higher standard of English used in translation be demanded.

Resolved, that the Classical Section of the New York State Teachers' Association recommend to the State Education Department that the syllabus in Greek be revised in harmony with the recent revision in Latin".

The resolutions were referred to the incoming Executive Committee, for consideration and report at the next Annual Meeting of the Section.

The following Officers were elected: President, Professor Theodore C. Miller, of the University of Rochester; Vice-Presidents, Professor Charles Knapp, of Barnard College, Professor William E. Waters, of New York University, Professor George D. Kellogg, of Union College; Secretary-Treasurer, Miss Mabel V. Root, High School, Catskill.

C. K.

THE PAY OF TEACHERS

The question of a living wage for teachers is no new one; and legislation on the subject is no novelty. There is a striking example in the Code of Justinian (10.53.6), where the Emperor issues the following order:

... grammaticos et professores alios litterarum una cum uxoris et filiis . . . ab omnibus muneribus civilibus vel publicis immunes esse praecipimus.

Mercedes etiam eorum et salaria reddi iubemus, quo facilius liberalibus studiis et memoratis artibus multos instituant.

Apparently in that day too it was found that teachers cannot do their best work if kept under the harrow of financial worry.

UNIVERSITY OF CALIFORNIA.

H. C. NUTTING.

CLASSICAL ARTICLES IN NON-CLASSICAL PERIODICALS

IV

Asiatic Review—Oct., British Archaeology in Egypt, W. R. Dawson; The British School of Archaeology in Egypt, W. M. Flinders Petrie.

Contemporary Review—Nov., (Selections from Josephus. Translated by H. St. J. Thackeray).

English Review—Oct., Lucan, V. Rydberg [a poem].

London Mercury—Nov., (J. G. Legge, Echoes from the Greek Anthology; Society of Antiquaries [notes on Roman Britain]; The Royal Numismatic Society [summary of a meeting devoted to discussion of numismatics]).

Mercur de France—Oct. 16, La Chute de l'Empire Romain, E. F. Gautier; Niobe, A. Erlande [a poem].

New Statesman—Nov. 1, (Antigone. Tragedy in Five Acts, by W. Hasenclever [discussion of a modern play on an ancient theme.]).

Scientific Monthly—Dec. The White Man's Magic in Homer, J. Wright.

W. S. M.

CLASSICAL CLUB OF GREATER BOSTON

The second Forum meeting was held on Saturday, December 6, at the Browne and Nichols School, Cambridge. The program was as follows: Internationalism To-day in the Light of Classical Tradition: I. In Hellenistic Greece, Professor W. S. Ferguson, of Harvard University; II. In Imperial Rome, Professor C. H. Moore, of Harvard University; III. In the Mediaeval World, Professor Ephraim Emerton, of Harvard University.

The presentation of the papers was followed by an animated discussion, opened by Mr. Frederick P. Fish, of Boston. The meeting was largely attended, and the light thrown upon modern problems by classical tradition demonstrated, in the words of the Rev. Willard Reed, Chairman of the Forum Committee, that the classicist is not a "prop of the past", but a "pillar of the permanent". Upon motion by Dr. D. O. S. Lowell, Head Master of the Roxbury Latin School, it was unanimously voted to adopt a course in the reading of the Classics.

On February 14, there will be a joint meeting of the Club with the Eastern Massachusetts Section of The Classical Association of New England, in the Fogg Art Museum, Cambridge.

ALBERT S. PERKINS, *Censor*.

PROFESSOR WEST'S LATEST VOLUME

Attention may be called to a volume of essays by Professor A. F. West, entitled *The War and Education* (pp. viii + 87. Princeton University Press, 1919. \$1.00). The booklet falls into parts, as follows: I. In the War (Our Educational Birthright, 1-18; The Immortal Conflict, 19-33; France and the Classics—an address delivered, on July 2, 1918, by M. LaFerre, Minister of Public Instruction and the Fine Arts, 37-47). II. The Close of the War (The Humanities after the War, 51-71, Vocational and General Education, 75-87). Professor West's essays had been previously published in the *Educational Review*, *School and Society*, and *The Evening Post*, but classicists will be glad to have them together in such attractive form.

C. K.

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